

Exemplar Unit Plan Template:

Unit Title: Around the World with Cinderella

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Unit Context: 2nd grade ELA, 2-3 weeks

Unit Rationale:

Experiencing fairytales from different cultures can be a creative way for children to learn about the world, develop reading and writing skills, and foster a love of the written word. When using authentic versions of a fairy tale, children are exposed to rich vocabulary. Although they may not understand all of the words, children are able to comprehend due to the predictable narrative elements found in fairy tales. It can also be intriguing for children to see differences in stories from diverse cultures while the universal themes remain the same. Cinderella is one of the oldest and most popular fairy tales ever told, with as many as 1500 versions around the world. Choosing Cinderella as the fairy tale for this unit will hold young children's attention and interest. Most are familiar with the tale of Cinderella, having been read one of the many versions or having seen Walt Disney's animated film. While children may relate to Cinderella's feeling of being picked on, treated unfairly, or bullied, they also love a tale that embraces beauty, wonder, surprise, mystery and magic.

This unit engages students in many different versions of Cinderella throughout the world and is aligned to the Idaho Core Standards. It includes essential questions, central text suggestions and text complexity analyses, activities that accompany each text, ongoing and culminating projects, writing activities, formative and summative assessments, and scoring guidelines. The activities provide opportunities for students to closely read portions of the texts, engage with the text multiple times, answer text-dependent questions, and use evidence from the text to support their thinking. This unit engages students in reading as they gain a deeper understanding of the stories and the Idaho Core Standards. The versions of Cinderella can be changed and the lessons easily adapted.

Focus Standards being Explicitly Taught and Assessed

- [CCSS.ELA-Literacy.RL.2.7](#) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- [CCSS.ELA-Literacy.RL.2.9](#) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- [CCSS.ELA-Literacy.RL.2.10](#) By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.W.2.1](#) Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

- [CCSS.ELA-Literacy.SL.2.2](#) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Measurable Objectives:

- Students will identify fairy tale elements in Cinderella stories.
- Students will recall details from stories and summarize main events.
- Students will compare/contrast Cinderella stories from different cultures.
- Students will describe the influence a culture has on its own Cinderella story.
- Students will connect ideas and themes across texts.
- Students will use context clues to determine meaning of unknown words.
- Students will write an opinion piece using textual evidence to support a claim.
- Students will identify continents and countries on a map.
- Students will use effective oral communication skills in a variety of settings: contribute to group discussions, seek ideas and opinions of others, use evidence to support opinions, use grammatically correct language and specific vocabulary to communicate ideas.

Unit Enduring Understandings Addressed:

- Cinderella stories appear in many forms around the world.
- Cinderella stories from different cultures share similar elements, morals and themes.
- The culture from which the Cinderella story originates impacts the details of the story.
- The characters, setting, plot and theme of a story can help us better understand the culture from which it originated.

Unit Essential Questions Addressed

- How does setting affect a story?
- What makes a story worthy of retelling?
- Do we make our own fate?

Texts/Resources Recommended

Text and Level of Complexity

Cinderella or *The Little Glass Slipper*, translated by Marcia Brown (Charles Perrault version)

Lexile: AD840L

ATOS: 5.1

Qualitative Analysis: This is one of the most popular modern versions of Cinderella and contains the familiar elements that children should recognize. But because of the authenticity of the translation written in traditional proper English, some of the vocabulary and sentence structure may be difficult for young readers.

Yeh-Shen *A Cinderella Story from China*, retold by Ai-Ling Louie

Lexile: AD840L

ATOS: 5.1

Qualitative Analysis: This book uses many Chinese names in the beginning that may cause confusion and frustration in young children and will require adult guidance. There is a great deal of text on the first few pages and limited illustrations. Although traditional and beautiful, the illustrations provide little support for early readers. Advanced vocabulary and complex sentence structure also make this selection challenging. Some cultural knowledge may be beneficial, such as reverence for ancestors, symbol of the fish, and festivals for celebrations.

The Irish Cinderlad, by Shirley Climo

Lexile: AD730L

ATOS: 4.2

Qualitative Analysis: This book contains a few Irish terms with which students may find difficult to pronounce, but the translations are included. Some cultural knowledge may be helpful to early readers, such as the symbols of the bull and dragon.

Mufaro's Beautiful Daughters *An African Tale*, by John Steptoe

Lexile: AD720L

ATOS: 4.3

Qualitative Analysis: Aside from the pronunciations of the characters names being difficult, the vocabulary and sentence structure of this text is fairly simple. However, some of the dialogue between the characters is worded in ways that may be challenging for some students to understand. The exquisite illustrations will aid the reader in creating mental pictures and increasing comprehension.

Cindy Ellen *A Wild Western Cinderella*, by Susan Lowell

Lexile: 650L

ATOS: 5.0

Qualitative Analysis: This book may be difficult for students who have little to no experience with rodeo/cowboy/western lingo. The text includes a few similes, metaphors, and idioms that students may need help understanding. There is also some humor that students may not pick up on and may need support. The illustrations use bright colors, are very detailed and will help with student comprehension.

The Rough-Face Girl, by Rafe Martin

Lexile: AD540L

ATOS: 4.0

Qualitative Analysis: Being an Algonquin tale, the book makes reference to a few terms children may not be familiar with (ie-wigwam, buckskin, moccasins). However, context clues and illustrations should aid in determining meanings. The text is fairly simple to read and the illustrations closely match the author's word choices. The concept of "inner beauty" may be difficult for some children.

Scaffolds/Supports for Texts:

Because a number of the texts' lexile scores are Adult Directed or above the grade level band (420-820L), many will be read-alouds by the teacher. However, portions of certain texts will be closely read by students independently, but with appropriate follow-up activities to ensure understanding. Although many of the texts have deeper underlying meanings, they require a more mature audience than second graders. For the purpose of this unit, we will adhere to the conventional good vs. evil themes. Supports may include partner reading, Think-Pair-Share, class discussions, graphic organizers, and anchor charts.

Extension activities for advanced readers/early finishers:

Students who read above grade level or finish early will have access to resources (other books, encyclopedias, internet sites) to research the countries from which the Cinderella stories originate. A selection of other Cinderella stories will also be made available for partner and/or independent reading. For unit selections which have multiple copies available, more advanced students may be asked to read in partners or independently rather than whole group. If this happens, students will be provided with text-dependent questions to guide their comprehension and will return to the group to debrief and ensure understanding.

Additional Materials Recommended**Additional/optional texts for independent reading or story time read-alouds**

Cinderella, retold by The Brothers Grim

Lexile: 400L-? (not sure if it's the same book)

ATOS: 6.5-? (compilation of Grimm's tales)

Ponyella, by Laura Joffe Numeroff

Lexile: 570L

ATOS: 3.2

Princess Furball, retold by Charlotte Huck

Lexile: 920L

ATOS: 4.7

Baba Yaga and Vasilisa the Brave, retold by Marianna Mayer

Lexile: 820L

ATOS: 5.3

Cinderella Penguin or The Little Glass Flipper, by Janet Perlman

Lexile: 680L

ATOS: 4.0

Bigfoot Cinderrrrrella, by Tony Johnston

Lexile: 570L

ATOS: 3.3

Chickerella, by Mary Jane Auch

Lexile: AD700L

ATOS: 3.9

Dinorella A Prehistoric Fairy Tale, by Pamela Duncan Edwards

Lexile: 530L

ATOS: 3.5

The Talking Eggs, by Robert D. San Souci

Lexile: AD940L

ATOS: 4.4

Cinders: A Chicken Cinderella, by Jan Brett

Lexile: AD840L

Seriously, Cinderella is So Annoying! The Story of Cinderella as Told by the Wicked Stepmother, by Tanisha

Speed Shaskan

Lexile: 380L

ATOS: 2.5

You Read to Me, I'll Read to You Very Short Fairy Tales to Read Together, by Mary Ann Hoberman

ATOS: 2.6

Cinderella's Double Life, by Marilyn Singer

a reversible poem that when read forward and backward tells a different story

YouTube video: CBS Storybreak, Yeh-Shen A Cinderella Story from China

Materials

- Cinderella Fitting the Slipper artwork (overhead transparency), anonymous artist
- Cinderella elements class chart (make blank anchor chart ahead of time)
- Cinderella elements chart student handout (note catcher)
- World map
- Where in the World is Cinderella? class chart (make blank anchor chart ahead of time or use overhead transparency)
- Where in the World is Cinderella? student handout
- Character traits anchor chart (and/or word bank)-create with class
- Character traits *Using Text Evidence* student handout
- Top hat graphic organizer student handout (follow-up to Using Text Evidence handout)
- Student copies and overhead transparency of The Irish Cinderlad excerpt for annotating
- Story map handout (not included)
- Discussion cards (copied on cardstock and enough for each group)
- Word Cloud student checklist
- Word Cloud Generators www.wordle.net, www.tagxedo.com, www.abcy.com/word_clouds.htm
- OREO note catcher
- Opinion Writing Rubric
- Wanted Poster template
- Optional: Cultural information for each country (not included in this unit)

Key Vocabulary Terms: Content and Academic

Content Vocabulary

Review: genre, characters, setting, plot, story elements, problem, solution

Explicitly Taught: character traits, hero/heroine, villain/villainess, fate, theme, other text specific vocabulary will be addressed throughout the unit lessons

Academic Vocabulary

Review: describe, summarize, compare, contrast, graphic organizer, note catcher,

Explicitly Taught: evidence, opinion, annotate, claim

Procedures

Time Frame	Sequenced Activities, including evidence of text-dependent questioning
2-3 days	<p>Part 1-Unit Introduction and Comparing Characters</p> <p><i>Day 1</i> (Depending on timeframe, this may require two days.)</p> <ol style="list-style-type: none">1. Introduce the unit by showing students a picture of <i>Cinderella Fitting the Slipper</i> artwork. This is an old black and white sketch that students are probably unfamiliar with. However, students should recognize the well-known fairy tale. Without discussing the artwork, instruct students to quickly write any thoughts that come to mind. Students will choose one and share out to the class. Discuss commonalities and differences as a class. Lead a discussion about the fairy tale elements of Cinderella that the students come up with, i.e.-evil stepmother, fairy godmother, glass slipper, etc.2. Introduce essential questions and answer any questions that may arise. Keep posted and refer to throughout unit.3. Engage students in a discussion about the history of Cinderella stories and that there are over 1500 Cinderella versions around the world in different cultures. Explain that the Disney version that we know is based on the French version. Locate France on world map and briefly discuss children's knowledge of the country. Pass out student copies of <i>Where in the World is Cinderella?</i> handout. Students should write the title of the story in pencil on number one. Then using the same color of crayon, students should color in France on their map and circle around number one. Students will color code the map using a different color for each country and story. Teacher will model on an overhead or class chart.4. Read <i>Cinderella or The Little Glass Slipper</i> aloud to class. Using the Think-Pair-Share strategy, discuss any similarities or differences the students notice between this version and the more familiar Disney version. Show students the Cinderella elements class chart (made in advance on butcher paper). Introduce the terms hero/heroine, villain/villainess, royalty and identity. Review other terms such as setting, problem, etc. Return to the text, and using teacher think-

alouds, model how to fill out the chart for this Cinderella story. Students may copy the information onto their individual charts at this time.

5. Lead the class in a discussion about character traits. Because of their limited vocabulary, young students often have difficulty describing a person's character. As a class, develop an anchor chart for character traits that students can refer back to for the next activity. You may provide a copy of the character traits word bank as well.
6. Reread portions of the text that tell the reader about Cinderella's character. Use the following questions and the anchor chart/word bank to guide students in determining Cinderella's character traits. Provide sentence frames for students who need help generating sentences that cite the evidence from the story. (Examples include: I noticed _____ when _____. or I believe _____, because _____.)

 - What kind of person is Cinderella?
 - What does Cinderella do in the story?
 - What does Cinderella say?
 - What does Cinderella think?
 - How do you think Cinderella feels? How do you know?

7. Provide each student with the character traits handout and complete together, using evidence from the story. As a class, choose five character traits from the anchor chart that describe Cinderella. Select (circle) one to provide evidence for in each of the other boxes using what Cinderella thinks, says, and does to support claim.

Day 2

1. Discuss China as a class to activate prior knowledge and locate on world map. Guide students' attention to the Cinderella elements class chart and review the elements. Students should also color code their *Where in the World is Cinderella?* student copies now. Make sure students use a different color for this story.
2. Read Yeh-Shen A Cinderella Story from China aloud to class or watch CBS storybreak Yeh-Shen youtube video. This video is broken into three parts. Pause after each part and discuss the following questions. Have students quick write after each part of the video, either synthesizing or making a prediction.

 - What circumstances led to Yeh-Shen living with her stepmother and stepsister?
 - Why is the fish Yeh-Shen's only friend?
 - Why is Yeh-Shen's stepmother mean to her?
 - What tasks did Yeh Shen's stepmother and stepsister expect her to do?
 - How does Yeh Shen's stepmother feel about Yeh Shen's friendship with the fish?
 - What do you think the stepmother would do if she found the fish?
 - How does Yeh Shen's stepmother try to trick the fish?
 - What did the stepmother do to Yeh-Shen's only friend, the fish?
 - How does the fish help Yeh-Shen?
 - Why did Yeh-Shen run from the festival?

2 days	<ul style="list-style-type: none"> • What is Yeh-Shen's most precious possession? • Why does Yeh-Shen try to recover her lost slipper? • How might Yeh-Shen feel about how she is treated at home? • How does Yeh-Shen treat others? • What happens to Yeh-Shen that changes her life forever? • What are some describing words you might use to tell about the stepmother? • How are the stepmother and stepsisters alike in both stories? • What consequence does Yeh-Shen's stepmother and stepsister face? • Which character in Cinderella is like the fish? <p>Additional questions if using the YouTube video:</p> <ul style="list-style-type: none"> • Discuss the meaning of orphan. • What does preposterous mean? How do you know? • Why doesn't the fish speak to Yeh-Shen after it turns into the golden slippers? • How does the King get the gold slipper? • Why is Yeh-Shen thrown in the dungeon? • How does the King discover Yeh-Shen? <ol style="list-style-type: none"> 3. Return to the Cinderella elements class chart and fill out for Yeh-Shen together referring back to the book or video as necessary. Students should provide the answers for each section and record them on their individual copies at the same time. Students may take turns writing on the class chart too. 4. Reread portions of the book or review parts of the video pertaining to Yeh-Shen's character. Have students answer the following questions. <ul style="list-style-type: none"> • What kind of person is Yeh-Shen? • What does Yeh-Shen do in the story? • What does Yeh-Shen say? • What does Yeh-Shen think? • How do you think Yeh-Shen feels? How do you know? 5. With a partner, have students complete the character traits handouts for Yeh-Shen, following the same procedure. Remind them to use evidence from the text and to refer to the character trait anchor chart if necessary. 6. With guidance, compare and contrast the character traits of Cinderella and Yeh-Shen using the Top Hat graphic organizer. Students will list all of the traits for Cinderella on one side and for Yeh-Shen on the other. At the bottom, students will choose one similar trait to write about. For example, Cinderella showed she is kind by _____, while Yeh-Shen showed she was kind by _____. <p>Part 2-Comparing Setting</p> <p><i>Day 1</i></p> <p>Annotation Activity</p>
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1. Remind students of how when teachers introduce a book they typically ask questions to get them thinking about the story. Tell them that today we will not be doing that on purpose. Explain that teachers will not always be there to ask those questions, so it is important for them to learn how to do it on their own.
2. **1st reading:** Provide each student with a copy of an excerpt from The Irish Cinderlad. Explain the steps for annotating (or reading with a pencil) and display an anchor chart or numbered steps for students to refer to.
 - Circle powerful words or important parts
 - Underline words or parts you don't know or understand
 - Write important thoughts in the margin
3. Instruct students to read the text silently and annotate on their own. If they finish before others, make sure they have circled important parts. Encourage them to write down what they circled and why they circled it.
4. Have students write down the questions they have about the text. Then have students share with elbow partners their questions and answer any of the questions for each other. As the teacher, do not answer the questions for them, but help facilitate the conversations if necessary.
5. **2nd reading:** Have students follow along as you read the text aloud. Ask them to continue annotating by circling or underlining any new ideas as you read. Provide a moment for students to write any new comments, thoughts, or questions they may have.
6. Students again share their new thoughts with partners, and then to the whole class.
7. **3rd reading:** Students listen and watch while the teacher reads aloud and models annotating the text. Assure students that it is okay to have different things circled and underlined because we are different people and see different things in the text.
8. **4th reading:** Students reread the passage independently to find answers and evidence for the following questions.
 - What did Becan look like? What words does the author use to help you visualize what he looked like?
 - What tragedy did Becan experience as a young boy?
 - The author uses the word *lad*. What does it mean? How do you know?
 - How did Becan's life change after his mother died?

Day 2

1. Show students the cover to The Irish Cinderlad. Discuss the title and make predictions of what the story will be about. Tell children that this story is from Ireland and locate Ireland on the map. Activate any knowledge of Ireland to your students by showing them pictures. Explain that Ireland is an island because it is completely surrounded by water. Ireland has also been called the Emerald Isle because it is known for its endless green fields. Students should also color

2 days	<p>code their <i>Where in the World is Cinderella?</i> handouts now. Make sure students use a different color for this story.</p> <p>2. Read <u>The Irish Cinderlad</u> in its entirety aloud to the class. Have students answer these questions while reading the story.</p> <ul style="list-style-type: none"> • What is the genre of this story? How can you tell? • Who are the main characters? • Where does this story take place? • What kind of chores did Becan have to do? • Who does Becan meet? • Why does Becan tell the bull they could be cousins? • How does the bull help Becan? • What does the author mean when the bull says “my fate has been foretold”? • Who does Becan rescue? How does he do it? • What emotions does Princess Finola have in this story? Why? • Why does it take so long for Princess Finola to find Becan? • At what point did you first realize this is a Cinderella story? • How did the setting affect the story? • How does the main character being a boy change the story? <p>3. Discuss the settings from <u>Cinderella</u> and <u>Yeh-Shen</u>, as well as <u>The Irish Cinderlad</u> as a class. Have children fold a 12X18 inch paper in half. Have them draw the setting for one of the three stories on one half and the setting for another story on the other half. Have students write about how the setting affects the story they chose in comparison to the original Cinderella story. Invite students to share with the class.</p> <p>4. Have students pull out their Cinderella elements chart. In partners, have students complete the section of the chart for <u>The Irish Cinderlad</u>. Then fill out the class chart together. Advise students to make changes to their charts at this time.</p> <p>Part 3-Compare plot</p> <p><i>Day 1</i></p> <p>1. Introduce <u>Mufaro’s Beautiful Daughters</u> to the class, explaining it is an African tale from Zimbabwe. Locate Zimbabwe on the world map. Students should also color code their <i>Where in the World is Cinderella?</i> handouts now. Make sure students use a different color for this story. Activate students’ background knowledge by engaging them in a class discussion about Africa and doing a “picture walk” of the story. Read <u>Mufaro’s Beautiful Daughters</u> aloud to the class. Use the following questions to guide student comprehension.</p> <ul style="list-style-type: none"> • Where did Mufaro and his daughters live? • Why was Manyara always in a bad mood? • Was Manyara jealous of Nyasha? • How did Nyasha feel about Manyara? • What did Nyasha find in her garden?
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	<ul style="list-style-type: none"> • Why didn't Mufaro know about how Manyara treated Nyasha? • What information did the messenger bring? • Explain Manyara's idea about who should meet the king. Why did she say this? What was Mufaro's response? • Why did Manyara leave during the night? • How did Nyasha feel about going to the city to meet the king? • What people and things did the daughters meet on their way to the city? • How did Manyara and Nyasha act in each case? • What did Manyara see and hear in the king's chambers? • What did Nyasha discover when she went into the king's chambers? • Why did the king choose Nyasha to be his queen? • What happened to Manyara? • What kind of queen do you think Nyasha will be? • What kind of queen would Manyara have been? <p>2. Discuss the meanings of Mufaro's, Manyara's and Nyasha's names (found in the front of the book) with the class. Divide students into small groups, each with a copy of the story. Assign each group a character and have the groups use evidence from the story to prove why each name is (or isn't) fitting. Groups will use alternating colors of markers to record evidence on large post-its or posters. Teacher will display around classroom and groups will then do a gallery walk to read and respond to the other groups' evidence. Students may write additional evidence or refuting evidence on individual sticky notes to add to the posters. When finished, read and discuss as a group.</p> <p><i>Day 2</i></p> <ol style="list-style-type: none"> 1. Reread <u>Mufaro's Beautiful Daughters</u>. Provide each student with a story map handout. Give individuals time to write down as many of the events from the story as they can remember on the back of the story map. Then pair students with a partner and have them share the events each person wrote. Together, the partners must revise and condense the events to just the problem, three main events, and the solution. Each student should complete his/her own copy of the story map. 2. Have students return to their individual Cinderella elements chart. In partners, have students complete the section of the chart for <u>Mufaro's Beautiful Daughters</u>. Then fill out the class chart together. Students may make changes to their charts if necessary. <p>Part 4-Comparing theme</p> <p><i>Day 1</i></p> <ol style="list-style-type: none"> 1. Have students participate in a quick write about good and/or evil. Then have students condense their thoughts and form one sentence to share with elbow partners. Ask for volunteers to share with the entire group. 2. Revisit the story <u>Cinderella or The Little Glass Slipper</u>. Discuss the theme of the story as a class. Students should arrive at something similar to "good is rewarded and evil is punished".
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Students may also notice that Cinderella relies mainly on the help of her fairy godmother for her happy ending. Continue this same discussion using Yeh-Shen, The Irish Cinderlad, and Mufaro's Beautiful Daughters, noting how the themes are similar.

3. Introduce Cindy Ellen A Wild Western Cinderella and discuss where the story may be from. Locate Texas, New Mexico, and Arizona on the world map. Discuss what life may have been like in the Wild West. Students should also color code their *Where in the World is Cinderella?* handouts now. Make sure students use a different color for this story.
4. Before reading aloud to the class, remind students of the essential question: *Do we make our own fate?* Ask students to think about this question as they listen to the story. Read aloud Cindy Ellen A Wild Western Cinderella.
5. Divide students into small cooperative groups and distribute discussion cards. Assign each student a role within the group: leader, recorder, timekeeper, and presenter. (Students should be familiar with cooperative group roles prior to this.) Instruct the leader to read the questions and encourage participation from all group members in the discussion. However, the teacher should wander the room monitoring discussions and turn-taking, as well as facilitating conversations as needed. The recorder should write down the answers on the back of each card. The timekeeper will advise the group of the time and keep them moving on to new questions.
6. Bring students back to a whole group to discuss answers to the questions. Presenters will share out answers, then discuss whole group. Also discuss the theme of Cindy Ellen. While the similar theme of good and evil exists in this story, another underlying theme is present. Reread the passage when Cindy Ellen's godmother tells her she must have *gumption*. Guide students in a discussion to discover the meaning of the word. Ask students how this is different from the other Cinderella stories. Return to the question, *Do we make our own fate?* Ask students to answer the question in relation to Cindy Ellen. Students should use textual evidence to support their answers.
7. Have students fill out their Cinderella elements chart for Cindy Ellen independently. Then fill out the class chart together. Students can ask for clarification and make changes to their own charts at this time if they need to.

Day 2

1. Introduce The Rough-Face Girl to the class. Show students the cover and have them guess where the story may be from. Let them know it is an Algonquin Indian tale and locate North America (northern US and southern Canada more specifically) on the world map. Students should also color code their *Where in the World is Cinderella?* handouts now. Make sure students use a different color for this story.
2. Again, using only the title and the cover, ask students for predictions about the story. Then, read The Rough-Face Girl aloud to the class. Ask students to again think about the essential question *Do we make our own fate?* as they listen.
3. Divide students into the same small cooperative groups as yesterday and distribute discussion

2-3 days	<p>cards. Students may assume different roles this time. Follow the procedures for <u>The Rough-Face Girl</u> as with <u>Cindy Ellen</u>.</p> <ol style="list-style-type: none"> Bring students back to whole group for the presenters to share out and to discuss the theme of <u>The Rough-Face Girl</u>. Again the similar theme of good and evil exists in this story, just as the others, but we see another fundamental theme too. Ask students the following questions to help guide their thinking. <ul style="list-style-type: none"> Who did the girls want to marry? What does it mean when the story says that the Invisible Being's sister could "see all the way down to your heart?" What did the Rough-Face Girl ask her father for? Where did the magic happen in the story? Did the Rough-Face Girl have a fairy godmother? Compare the Rough-Face Girl and Cindy Ellen. How are they alike and different? What choices did the Rough-Face Girl make that determined her own happy ending? Ask students to think about the essential question again. Give individuals time to write their response and provide an example from the story to support their claim. Students may share their responses with the class. <p>Culminating Activities</p> <p>Word Cloud</p> <ol style="list-style-type: none"> Have students reflect upon their favorite Cinderella story and why they liked it. Instruct students to write three reasons about why they enjoyed the story. Then have students retell their favorite story to a partner using a story map format naming the characters, setting, beginning, middle, and end. This should refresh students' memories of their stories. They may refer to the book for help if necessary. (Students may choose a Cinderella version from the optional choices if they prefer.) Provide each student with the word cloud graphic organizer (two column chart) and a copy of the word cloud checklist. On the left side of the chart, have students brainstorm/list as many words about the story as they can. Remind them to think about what is important to the story and what makes it unique or their favorite. Also have them refer to the word cloud checklist for guidance. Encourage students to aim for 20 words. Then have students rank their words in order of importance and rewrite them on the right side of the chart. This will help determine which words should be emphasized or made larger in the word cloud. Schedule a time in the computer lab, and reteach students the "ins and outs" of the word cloud programs (students will have already had experience with this). The three sites below are very similar, such as using the tilde ~ symbol to link words together and typing a word multiple times increases the size. Students type their list of words into a word document and save it. Then students copy their words into the word cloud generator. This way, if a student accidentally closes the word cloud program, all of their work is not lost.
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- www.wordle.net
- www.tagxedo.com
- www.abcya.com/word_clouds.htm

4. Students may then edit their preferences for font, color, shape, etc. Most students will be able to do this with little guidance. For those needing support, demonstrate on the projector. Once finished, students should print their final products. Display on bulletin board.

Writing Project

1. Have students choose the character who they think is either the best hero/heroine or worst villain/villainess to write about. If choosing a hero/heroine, students will make a claim as to *Who Gets the Crown?* If writing about a villain, students will make a claim as to who is *FBI's Most Wanted*.
2. Students will use the OREO writing format (students will be familiar with this strategy) and the writing process to create an opinion piece that uses text evidence to support their claim. Have students list/brainstorm their thoughts, utilizing the character traits anchor chart for ideas. Instruct students to write their reasons for believing their character is most deserving of the crown or the most wanted villain. Encourage students to refer back to their text selections for evidence to uphold their reasons.
3. Discuss effective introductions, transition words, and conclusions with students. Encourage the use of exact nouns and verbs and descriptive adjectives that paint a picture for the reader.
4. Self or peer edit using the writing rubric as a guide. Conference with individuals to assist with revisions.
5. Have students share their writing and illustrations in the Author's Chair. Create bulletin board with finished work.
6. Early finishers or advanced students may create an illustration for their best hero/heroine or create a Wanted Poster for the worst villain/villainess.

Differentiation (based on principles of UDL): <http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation:

Unit lessons provide students with several effective avenues to gain information, knowledge and understanding of the text selections and standards addressed. This unit includes artwork, a range of picture books text and illustrations, a YouTube video, graphic organizers and anchor charts. Shared readings with teacher modeling and think-alouds allow students of all levels to engage with and comprehend the text. Lessons appeal to the wide range of student interests, strengths, and skill levels.

Multiple Modes of Expression

This unit allows students to express their understanding in multiple ways. They participate in an assortment of on-demand and process writing about their thoughts and the text selections, create pictures of characters and settings, and design word clouds to demonstrate understanding of a story. Students express themselves in small groups through the use of discussion cards and contribute to class discussions.

Multiple Means of Engagement

In this unit, students experience a variety of independent, partner, and group activities. Students collaborate with peers to support and extend their learning. Think-Pair-Share, elbow partners, and student groupings offer ways for students to engage with multiple times with the text and concepts to ensure understanding.

Assessments

Formative

Many items from this unit will be used as formative assessments. The Cinderella elements graphic organizer, character traits graphic organizer, character trait Venn diagram, annotated text selection, student visual representation of setting, story map, quick writes, and observations/anecdotal records of partner, group, and class discussions will all aid in assessing students progress and understanding throughout this unit.

Summative

Word cloud representing favorite Cinderella story
Who Deserves the Crown? or Wanted Poster writing project

Rubric/Scoring Guide (Attach)

See attached.

Opinion Writing Rubric

Name _____

	4	3	2	1
Statement of purpose/focus	Opinion is clearly stated, focused, and strongly maintained throughout.	Opinion is clear and for the most part maintained. Some loosely related material may be present.	Opinion may be clear, but not maintained throughout. Opinion may be unclear and unfocused.	Opinion offers little or no focus. Opinion may be confusing or ambiguous.
Organization	Consistent and effective use of a variety of transition words. Logical progression of ideas from beginning to end. Effective introduction and conclusion for audience and purpose.	Adequate use of transitional words with some variety. Adequate progression of ideas from beginning to end. Some ideas may be loosely connected. Adequate introduction and conclusion.	Inconsistent use of transitional words with little variety. Uneven progression of ideas from beginning to end. Conclusion and introduction, if present, are weak.	The response has little or no discernible Organizational structure. Few or no transitional strategies are evident. Frequent extraneous ideas may intrude.
Evidence	The response provides thorough and convincing evidence for the writer's opinion that includes at least 3 relevant reasons that support their opinion.	The response provides adequate evidence for the writer's opinion that includes 2 relevant reasons that support their judgment.	The response provides uneven, cursory evidence for the writer's opinion that includes 1 relevant reason that support their judgment.	The response provides minimal evidence for the writer's opinion or reasons are irrelevant.
Language	Expresses ideas clearly and effectively, using precise language. Vocabulary is clearly appropriate for audience and purpose.	Adequately expresses ideas, employing a mix of precise with more general language. Vocabulary is generally appropriate for audience and purpose.	Expresses ideas unevenly, using simplistic language. Vocabulary may at times be inappropriate for audience and purpose.	Expression of ideas is vague, lacks clarity, or is confusing. Vocabulary may have little sense of audience and purpose.
Conventions	The piece contains few, if any, errors in usage and sentence formation. Effective and consistent use of punctuation, capitalization, and spelling.	The piece may contain some errors in usage and sentence formation. Adequate use of punctuation, capitalization, and spelling.	The piece contains frequent errors in usage that may obscure meaning. Inconsistent use of punctuation, capitalization, and spelling.	The piece demonstrates a lack of command of conventions. Errors are frequent and severe and meaning is often obscured.

*adapted from S-BAC opinion writing rubric

WORD CLOUD CHECKLIST

Title of story_____

- ☐ Includes main characters names
- ☐ Includes important character traits
- ☐ Uses vivid words that describe the setting
- ☐ Uses exact action words that tell about the main events
- ☐ Includes other important words/symbols from the story
- ☐ Color scheme, font, and shape (if applicable) are representative of the story.
- ☐ Size of words is representative of their importance to the story
- ☐ Word cloud is visually pleasing

Comments:



Note Catcher

Name _____

O-opinion R-reason E-explanation/evidence O-opinion (restated)

O _____

R _____

E _____

R _____

E _____

R _____

E _____

O _____